

<b><i>Duties</i></b>	<b><i>Charge (See Duty 1)</i></b>	<b><i>Recommendations (See Duty 1)</i></b>	<b><i>Considerations (See Duty 1)</i></b>	<b><i>Model Demonstration (See Recommendation (II))</i></b>
(1) Study	(I) Assess the barriers and systemic issues that may affect, and technical solutions available that may improve, the timely delivery and quality of accessible instructional materials for postsecondary students with print disabilities, as well as the effective use of such materials by faculty and staff;	(I) to inform Federal regulations and legislation;	(I) how students with print disabilities may obtain instructional materials in accessible formats— (aa) within a timeframe comparable to the availability of instructional materials for nondisabled students; and (bb) to the maximum extent practicable, at costs comparable to the costs of such materials for nondisabled students;	The HEOA (2008) specifies that the AIM Commission must make recommendations for model demonstration programs that focus on “encouraging the development of systems to improve the quality of postsecondary instructional materials in specialized formats and such materials' timely delivery to postsecondary students with print disabilities, including systems to improve efficiency and reduce duplicative efforts across multiple institutions of higher education.”
(2) Report	(II) make recommendations related to the development of a comprehensive approach to improve the opportunities for postsecondary students with print disabilities to access instructional materials in specialized formats in a time frame comparable to the availability of instructional materials for postsecondary nondisabled students.	(II) to support the model demonstration programs authorized under section 773;	(II) the feasibility and technical parameters of establishing standardized electronic file formats, such as the National Instructional Materials Accessibility Standard as defined in section 674(e)(3) of the Individuals with Disabilities Education Act, to be provided by publishers of instructional materials to producers of materials in specialized formats, institutions of higher education, and eligible students;	The legislation specifies that the programs will be supported by competitive “grants or contracts” awarded to an “eligible partnership(s)”
(3) Dissemination of information		(III) to identify best practices in systems for collecting, maintaining, processing, and	(III) the feasibility of establishing a national clearinghouse, repository, or file-sharing network for electronic files in specialized	An “eligible partnership” is specified as: “(A) an institution of higher education with demonstrated expertise in meeting the needs of students with print disabilities, including the retention of such students in, and such

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		disseminating materials in specialized formats to students with print disabilities at costs comparable to instructional materials for postsecondary nondisabled students;	formats and files used in producing instructional materials in specialized formats, and a list of possible entities qualified to administer such clearinghouse, repository, or network;	students' completion of, postsecondary education; and `` (B) a public or private entity, other than an institution of higher education, with-- `` (i) demonstrated expertise in developing accessible instructional materials in specialized formats for postsecondary students with print disabilities; and `` (ii) the technical development expertise necessary for the efficient dissemination of such materials, including procedures to protect against copyright infringement with respect to the creation, use, and distribution of instructional materials in specialized formats; and `` (2) may include representatives of the publishing industry.
		(IV) to improve the effective use of such materials by faculty and staff, while complying with applicable copyright law; and	(IV) the feasibility of establishing market based solutions involving collaborations among publishers of instructional materials, producers of materials in specialized formats, and institutions of higher education;	Eligible Partnerships that receive a grant or contract must conduct specific required activities that support the development of the following: `` (A) Processes and systems to help identify, and verify eligibility of, postsecondary students with print disabilities in need of instructional materials in specialized formats (B) Procedures and systems to facilitate and simplify request methods for accessible instructional materials in specialized formats from eligible students described in subparagraph (A), which may include a single point-of-entry system. (C) Procedures and systems to coordinate among institutions of higher education, publishers of instructional materials, and entities that produce materials in specialized

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				<p>formats, to efficiently facilitate--</p> <ul style="list-style-type: none"> <li>``(i) requests for such materials;</li> <li>``(ii) the responses to such requests; and</li> <li>``(iii) the delivery of such materials.</li> </ul> <p>(D) Delivery systems that will ensure the timely provision of instructional materials in specialized formats to eligible students, which may include electronic file distribution.</p> <p>(E) Systems to reduce duplicative conversions and improve sharing of the same instructional materials in specialized formats for multiple eligible students at multiple institutions of higher education.</p> <p>(F) Procedures to protect against copyright infringement with respect to the development, use, and distribution of instructional materials in specialized formats while maintaining accessibility for eligible students, which may include digital technologies such as watermarking, fingerprinting, and other emerging approaches.</p> <p>(G) Awareness, outreach, and training activities for faculty, staff, and students related to the acquisition and dissemination of instructional materials in specialized formats and instructional materials utilizing universal design.”</p> <p>(2) recommendations on how effective procedures and systems regarding timely delivery of AIM materials</p>
		(V) to modify the definitions of instructional materials, authorized entities, and eligible students, as	(V) solutions utilizing universal design	<p>The legislation states that an eligible partnership “may” use the grant or contract for the following:</p> <ul style="list-style-type: none"> <li>``(1) Approaches for the provision of instructional materials in specialized formats</li> </ul>

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		such terms are used in applicable Federal law, for the purpose of improving services to students with disabilities.		<p>limited to instructional materials used in smaller categories of postsecondary courses such as introductory, first-, and second-year courses.</p> <p>(2) Approaches supporting a unified search for instructional materials in specialized formats across multiple databases or lists of available materials.</p> <p>(3) Market-based approaches for making instructional materials in specialized formats directly available to eligible students at prices comparable to standard instructional”</p>
			(VI) solutions for low-incidence, high-cost requests for instructional materials in specialized formats.	